COURSE INFORMATION FORM

DISCIPLINE          EDUC
COURSE TITLE        Foundations of Education in a Diverse Society
CR.HR   3   LECT HR.   3   LAB HR.  CLIN/INTERN HR.   CLOCK HR.  

CATALOG DESCRIPTION
This course is designed to examine educational practice from diverse historical, philosophical, sociological, economic, and legal perspectives. The course will address issues of educational equity, sociocultural influences on teaching and learning, and how teachers and schools can contribute to interpersonal and intercultural understanding and respect, social justice, and democratic citizenship. Students will explore the nature of school environments, the fundamental goals of education in the American public school, English Language Learners, the relationship between school and a diverse society, the organization of school curricula, and characteristics of effective schools and instruction in grades P-12.

PREREQUISITES
ENGL 101 with a grade of C or better

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)
Upon completion of this course, the student will be able to:

1. Demonstrate an understanding of cultural diversity and the potential for bias in teaching.
2. Analyze the historical, philosophical, and sociological foundations of schooling in the United States to understand their effects on current educational practices and issues.
3. Demonstrate a basic knowledge of how differing philosophic views imply different approaches to learning.
4. Demonstrate an understanding of curriculum, instructional alignment, national and state standards.
5. Demonstrate an understanding that students from varied cultural backgrounds may differ in their approaches to learning.
6. Demonstrate an understanding of the importance of using appropriate strategies to meet individual student needs (socioeconomic status, ethnicity, English Language Learners, exceptionality, etc.).
7. Recognize the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.
8. Recognize legal and ethical practices and the influence of district policies and school procedures on professional practice.
9. Identify strategies for fostering appropriate collaboration with colleagues and school personnel.
10. Recognize the importance of developing relationships and applying services with students, families, and communities in support of student learning.

GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

Outcomes | ESO
PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

1.

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes may be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Observation reflection reports 1, 5, 6, 7, 8, 10
2. Presentations 2, 9
3. Philosophy of education paper 3
4. Lesson plans 4
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. History of Educational Practice
   A. European beginnings to 21st century
   B. Pioneers in education
   C. Major events and trends in American educational history

II. Philosophy of Educational Practice
   A. Philosophical roots of education
   B. Intentions of education
   C. Major philosophers and theorists
   D. Curriculum, instruction, and assessment

III. Political Foundations
   A. Governing public education at local, state, and federal levels, with emphasis on Missouri
   B. Financing public education
   C. Exploring state and national standards

IV. Ethical and Legal Foundations
   A. Reflective practice and professional growth
   B. Ethical decision making
   C. Legal aspects of education
   D. Rights and responsibilities of public school students, parents, and teachers

V. Sociological Insights into Educational Practice
   A. Equal educational opportunity (SES, ethnicity, ELL, exceptionality, etc.)
   B. Awareness of how school and home environment affect student success
   C. Societal influences
   D. Peer group influences
   E. Risk factors
   F. Standards movement
   G. Effective vs. ineffective schools and school choice
   H. School life